DOCUMENT RESUME

ED 482 837 SP 041 815

AUTHOR	Veugelers, Wiel, Ed.; Oser, Fritz K., Ed.
TITLE	Teaching in Moral and Democratic Education. Explorationen (Explorations).
REPORT NO	Vol-39
ISBN	ISBN-0-8204-6861-4
ISSN	ISSN-1424-9766
PUB DATE	2003-00-00
NOTE	216p.
AVAILABLE FROM	Peter Lang Publishing, Inc., 275 Seventh Avenue, 28th floor, New York, NY 10001-6708 ($48.95). Tel: 800-770-5264 (Toll Free); Tel: 212-647-7706; Fax: 212-647-7707; e-mail: customerservice@plang.com; Web site: http://www.peterlang.com.
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available From EDRS.
DESCRIPTORS	Action Research; Child Rearing; Democratic Values; Educational Environment; Elementary Secondary Education; *Ethical Instruction; *Ethics; Moral Development; *Moral Values; *Teacher Role
IDENTIFIERS	Collaborative Research; *Professionalism

ABSTRACT

This collection of papers is divided into three sections. After "Introduction" (Wiel Veugelers and Fritz K. Oser), the first section, "Learning from Morality," includes "On Becoming Moral: How Negative Experience Can Inspire the Moral Person" (Fritz K. Oser); "Who Should I Become? Citizenship, Goodness, Human Flourishing, and Ethical Expertise" (Darcia Narvaez, Leilani Endicott, and Tonia Bock); and "The Teacher's Integrity" (Kirsi Tirri). The second section, "Pedagogical Professionalism," includes "The Quest for Teacher Professionalism: The Importance of Commitment" (Tryvge Bergem); "Thinking about Pedagogy in Late Modernity. Child-Rearing Objectives of Teachers, Student Teachers and Parents" (Cees A. Klaassen); and "Collaborative Action Research and Social Role Taking" (Sharon Nodie Oja). The third section, "School Development," includes "Implementing 'Just and Caring Communities' in Elementary Schools: A Deweyan Perspective" (Wolfgang Althof); "Teachers Evaluate the Moral Development of their Students" (Maria Rosa Buxarrais, Miguel Martinez, Elena Noguera, and Amelia Tey); and "Moral and Democratic Education in Secondary Schools" (Weil Veugelers and Ewoud de Kat). (Papers contain references.) (SM)

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